

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Sneezy the Snowman* by Maureen Wright

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Sneezy the Snowman
By: Maureen Wright
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

Summary
Sneezy the Snowman tells the tale of a snowman with an unusual problem: he is always cold! When he warms himself up too much with hot chocolate, a soak in a hot tub, and even sitting too close to the fire, a group of children build him again and again. The children try giving Sneezy a hat, a scarf, and more, but nothing seems to help. Luckily, the children have one more idea of how to keep Sneezy warm and toasty without melting!

Link to What You Know
Think of a silly story you have read. What made it silly? Why do you think authors write silly stories?

Important Words to Know and Understand
Cried – To shout or say something loudly
Melt – To change or to cause (something) to change from a solid to a liquid usually because of heat

Why Readers Identify the Author's Purpose While Reading
Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.
When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.
On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.
An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

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Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Sneezy the Snowman
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3
Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform or entertain you?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 3 – Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?
Page 10 – Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?
Page 11 – Sneezy the Snowman sits in a hot tub to get warm. Did the author write this scenario to inform, persuade or entertain you? Why do you think so?
Page 17 – Sneezy the Snowman is choosing to get warm again. Why do you think the author keeps putting Sneezy the Snowman in these situations?
Page 22 – Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

4
Notice the Work You Did While Reading

- Think
- Write

Time to Reflect
Think – Maureen Wright is the author of *Sneezy the Snowman*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?
Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.
Reflect – Think about what you learned while reading *Sneezy the Snowman*. Think about the things you did while reading *Sneezy the Snowman*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Visualizing

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

3
Visualize While Reading

- Notice the words and pictures that describe things in the story
- Look for details that help you understand the story
- Use your imagination to picture the story in your mind

4
Notice the Work You Did While Reading

- Think
- Write

Time to Reflect
Think – How did your thinking change while you read *Sneezy the Snowman*? What information helped you to gain a better understanding of the author's or the problem in the book?
Talk – Tell your reading partner about a picture where you were thinking. Explain why your thinking changed.
Reflect – Think about the work you did while reading *Sneezy the Snowman*. How did your thinking change while you read *Sneezy the Snowman*? What information helped you to gain a better understanding of the author's or the problem in the book?
Write – Use your strategy slip into your Reader's Notebook. Write about the work you did while reading *Sneezy the Snowman*. (Remember to include examples from the book!)

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Determining Importance

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

3
Determine Importance While Reading

- Look for big ideas and important details
- Notice when you see something that is important to the text

4
Notice the Work You Did While Reading

- Think
- Write

Time to Reflect
Think – How did the different text structure help you to better understand *Sneezy the Snowman*? Why do you think the author used this text structure when she had Sneezy cry?
Talk – Tell your reading partner about a picture where you were thinking. Explain why your thinking changed.
Reflect – Think about the work you did while reading *Sneezy the Snowman*. How did your thinking change while you read *Sneezy the Snowman*? What information helped you to gain a better understanding of the author's or the problem in the book?
Write – Use your strategy slip into your Reader's Notebook. Write about the work you did while reading *Sneezy the Snowman*. (Remember to include examples from the book!)

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Visualizing

Determining Importance

Synthesizing

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

3
Synthesize While Reading

- Look for pieces of information or a character's opinion
- Notice when you see something that is important to the text
- Use your imagination to picture the story in your mind

4
Notice the Work You Did While Reading

- Think
- Write

Time to Reflect
Think – How did your thinking change while you read *Sneezy the Snowman*? What information helped you to gain a better understanding of the author's or the problem in the book?
Talk – Tell your reading partner about a picture where you were thinking. Explain why your thinking changed.
Reflect – Think about the work you did while reading *Sneezy the Snowman*. How did your thinking change while you read *Sneezy the Snowman*? What information helped you to gain a better understanding of the author's or the problem in the book?
Write – Use your strategy slip into your Reader's Notebook. Write about the work you did while reading *Sneezy the Snowman*. (Remember to include examples from the book!)

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Understanding Text Structure

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

3
Understand Text Structure While Reading

- Look for big ideas and important details
- Notice when you see something that is important to the text

4
Notice the Work You Did While Reading

- Think
- Write

Time to Reflect
Think – How did the different text structure help you to better understand *Sneezy the Snowman*? Why do you think the author used this text structure when she had Sneezy cry?
Talk – Tell your reading partner about a picture where you were thinking. Explain why your thinking changed.
Reflect – Think about the work you did while reading *Sneezy the Snowman*. How did your thinking change while you read *Sneezy the Snowman*? What information helped you to gain a better understanding of the author's or the problem in the book?
Write – Use your strategy slip into your Reader's Notebook. Write about the work you did while reading *Sneezy the Snowman*. (Remember to include examples from the book!)

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Synthesizing

Understanding Text Structure

Answer Key for Identifying the Author's Purpose with Sneezy the Snowman

Your Turn to Practice Identifying the Author's Purpose with Sneezy the Snowman

Page 3: Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

Page 11: Sneezy the Snowman sits in a hot tub to get warm. Did the author write this scenario to inform, persuade or entertain you? Why do you think so?

Page 17: Sneezy the Snowman is choosing to get warm again. Why do you think the author keeps putting Sneezy the Snowman in these situations?

Page 22: Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

Answer Key for Visualizing with Sneezy the Snowman

Your Turn to Practice Visualizing with Sneezy the Snowman

Page 3: Notice the words and pictures that describe things in the story. Look for details that help you understand the story. Use your imagination to picture the story in your mind.

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

Page 11: Sneezy the Snowman sits in a hot tub to get warm. Did the author write this scenario to inform, persuade or entertain you? Why do you think so?

Page 17: Sneezy the Snowman is choosing to get warm again. Why do you think the author keeps putting Sneezy the Snowman in these situations?

Page 22: Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

Answer Key for Determining Importance with Sneezy the Snowman

Your Turn to Practice Determining Importance with Sneezy the Snowman

Page 3: Notice the words and pictures that describe things in the story. Look for details that help you understand the story. Use your imagination to picture the story in your mind.

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

Page 11: Sneezy the Snowman sits in a hot tub to get warm. Did the author write this scenario to inform, persuade or entertain you? Why do you think so?

Page 17: Sneezy the Snowman is choosing to get warm again. Why do you think the author keeps putting Sneezy the Snowman in these situations?

Page 22: Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

Answer Key for Understanding Text Structure with Sneezy the Snowman

Your Turn to Practice Understanding Text Structure with Sneezy the Snowman

Page 3: Notice the words and pictures that describe things in the story. Look for details that help you understand the story. Use your imagination to picture the story in your mind.

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

Page 11: Sneezy the Snowman sits in a hot tub to get warm. Did the author write this scenario to inform, persuade or entertain you? Why do you think so?

Page 17: Sneezy the Snowman is choosing to get warm again. Why do you think the author keeps putting Sneezy the Snowman in these situations?

Page 22: Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

Answer Key for Synthesizing with Sneezy the Snowman

Your Turn to Practice Synthesizing with Sneezy the Snowman

Page 3: Notice the words and pictures that describe things in the story. Look for details that help you understand the story. Use your imagination to picture the story in your mind.

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

Page 11: Sneezy the Snowman sits in a hot tub to get warm. Did the author write this scenario to inform, persuade or entertain you? Why do you think so?

Page 17: Sneezy the Snowman is choosing to get warm again. Why do you think the author keeps putting Sneezy the Snowman in these situations?

Page 22: Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Identifying the Author's Purpose
Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

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Author's Purpose

Visualizing
Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

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Visualizing

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

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Determining Importance

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structure: You might use these words:
Description Sequence Cause and Effect
Compare and Contrast Problem and Solution

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

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Understanding Text Structure

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

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Synthesizing